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ABSTRACT

This paper on professional development activities in the Winnipeg (Canada) School Division No. 1 begins with background on population, staffing, and budgeting in the district, a list of principles of effective staff development, and historical perspectives on the division's staff development program from 1962 to 1988. Activities discussed include the establishment of a Library Service Centre, organization of monthly inservice education meetings, compilation of a library personnel handbook, distribution of a monthly newsletter, individualization and evaluation of the study sessions program, and clarification of objectives. Cooperative work with subject area specialists and inservice options in addition to the study sessions are summarized. An analysis of trends in the division is also presented and the major components of the staff development program are outlined. Appended materials include: (1) 1987-88 library media service goals; (2) the agenda for a study session on linking life and literacy; (3) the agenda for a division-wide inservice; (4) the objectives and agenda for a study session on using computers for library technical functions; (5) a workshop evaluation form; (6) a school library services annual report form; (7) a summary of feedback on study sessions in 1987; (8) a form for study session program planning; (9) a study session registration form; and (10) a checklist for planning study sessions. (10 references) (MES)

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SCHOOL LIBRARIES:

A SYSTEMATIC APPROACH TO STAFF DEVELOPMENT

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Kalamazoo, Michigan, U.S.A.

July 1988

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PREAMBLE

Winnipeg School Divison No. 1 is an urban school division with 80 schools serving a population of approximately 33,000 students, nursery to grade 12. The instructional staff totals approximately 2.400. Divisional support staff include 32 content and process consultants with responsiblity for staff development in relation to Division priorities.

All schools have central libraries staffed by teacher librarians and technical/clerical support staff. Staffing allotments are full-time or part-time, based on enrollment and local needs. For 1987-88 the total school library staff in the division is 65 teacher librarians, 13.5 library technical assistants and 39.5 library clerks.

In addition, the division has a central library resource centre which provides both technical and professional development support for library programs and staff. The Teachers Library and Resource Centre (T.L.R.C.) is staffed by a Chief Librarian and a Library Media Services Consultant, with a technical services team consisting of two (2) professional and twenty-six clerical positions.

Schools are given a designated budget, based on enrollment, for library materials. In addition, other budgets may be used to purchase library materials, at the discretion of the principal. Selection is the responsibility of the professional staff at the school. Ordering, acquisition and cataloguing are handled centrally by the Teachers Library and Resource Centre. A large professional reference library provides significant support to school staff. A Film, Video and Kit Collection of approximately 3,000 items is heavily circulated via daily courier service. Two equipment repair technicians service all formats of audio visual and computer equipment in the system.

Teachers in Manitoba are allotted eleven professional development days per year. Winnipeg School Division No. 1 allows members of special interest groups, such as librarians, to reserve three of these days for sessions oganized by divisional consultants in their specialty area. This commitment by the division supports a comprehensive professional development program for library media personnel which aims to apply the principles of effective staff development identified below.

PRINCIPLES OF EFFECTIVE STAFF DEVELOPMENT

Principles of effective staff development programs, as identified by the Rand study, include:

- collaborative planning
- initial training activities with long-term support for implementation
- institutional leadership
- active participant involvement in learning.

Wood and Thompson, writing in Educational Leadership, February 1980, emphasize the importance of:

- identifying learner interests and needs
- establishing clear objectives
- individualizing the program
- providing options and choices.

Dale, in Educational Leadership, October 1982, emphasizes the importance of a comprehensive staff development program including organization development, consultation, communication and co-ordination, leadership and evaluation as well as inservice education.

RATIONALE

The current professional development program for library media staff in Winnipeg School Division No. 1 is the result of a systematic approach to staff development that has been in place since 1965. Over this twenty-three year period the principles of effectiveness identified above have gradually become an integral part of the staff development program.

This has been accomplished on a limited professional development budget largely through the utilization of the skill, talent and and energy of people within the Division. An analysis of this program provides a unique opportunity to identify significant stages of growth, based on principles of effective staff development. This analysis may help other systems develop long range plans for staff growth and change. Opportunity is provided to analyze this paper in terms of long term implications and trends or patterns in the staff development process.

HISTORICAL PERSPECTIVES

1962-63

School library staffing consisted of part-time teacher librarians in secondary schools only. In 1963 a Supervisor of Libraries, Harry Newsom, was appointed to devote full-time to the advancement of library programs.

1964-65

The division's librarians voluntarily gave up their materials budget increase for one year in order to provide funds to establish a Library Service Centre (L. S. C.), initially staffed by the Supervisor of Libraries and six clerks. From the beginning the LSC had a dual mandate:

- to provide technical support to school libraries in the system through ordering, cataloguing and processing services.
- to assume responsibility for professional development of library staff in the system.

Institutional leadership has been consistently exercised by the LSC over the past twenty years. This leadership began with the publication of the "Newsom Report" in 1964. This study of existing facilities with recommendations for action included both short term and long range objectives designed to build a total library program in support of developing educational programs.

In 1965 a Library Service Advisory Committee was established. Through this committee, which functioned until 1967, superintendents, school administrators, program supervisors, classroom teachers and the public library system had input into the formulation of library policy development for the division.

Two professional positions were added at the L.S.C., an Assistant Supervisor of School Libraries, Nan Florence, and a cataloguer, Gerald Brown. School library staffing was extended to the elementary level with the first elementary teacher librarian, Mickey Bastick, working in four schools per week.

A professional development program was initiated with the organization of monthly inservice education meetings which were held outside of school hours, from 7:00p.m. - 9:00p.m. Program topics focused solely on issues related to the organization and administration of a school library, for example:

- Reference tools
- Sears Subject Headings
- Organizing a pamphlet file
- Book selection

Both content and delivery systems for this inservice program have changed significantly over twenty years.

1966-67

A number of staffing changes occurred in this period. Harry Newsom, then Supervisor of School Libraries, accepted a position in another province. Nan Florence and Gerald Brown were appointed Supervisor and Assistant Supervisor, respectively, with the positions later being reclassified to Chief Librarian and Assistant Librarian. The pattern of expanding school library staffing to meet program needs was established. Regular clerical assistance was provided on a part-time basis to enable teacher librarians to devote more time to professional tasks such as personal service to students and consultation with teachers. The first library and technical assistant, William Stewart, was appointed to provide audio visual services support to teacher librarians. In addition, the number of teacher librarians at the elementary level was increased to three (3) people working in nine (9) schools.

The staff development program was responsive to these changing staff patterns. The L.S.C. provided both orientation and in-service training for library clerks as well as orientation sessions for new librarians. Administrative support was obtained for holding monthly inservice study sessions for the professional staff from 3:00 p.m. to 5:00 p.m. using one hour of in-school time and one hour of personal time. Study sessions began to address educational program issues as well as administrative concerns. Active participant involvement took the form of oral book reviews and activity reports. Meeting agendas became more structured with three clearly defined sections:

- Administrative matters
- Program topic
- Oral book reviews.

The staff development program also moved beyond the provision of in-service education for library staff to become more comprehensive in nature. Professional staff at the L.S.C. provided consultation at the school building level for librarians, administrators and teachers as well as conducting workshops for school staffs and other groups. Organization development, communication and coordination functions were fulfilled by a number of activities:

1. Detailed job descriptions were developed which analyzed the complementary roles of the teacher librarian, library technical assistant and library clerk.

2. A library personnel handbook was compiled from existing documents and working papers used in training programs. This handbook, which was distributed to all school libraries in the division, included sections on
   - program goals
   - job descriptions
   - technical procedures.

3. A monthly newletter was distributed to all schools in the division as part of the Bulletin from the Chief Superintendent's office.

4. The services of the L.S.C. were expanded to include a Reference Library with a loan collection of professional materials, a Materials Collection with expensive curriculum related kits, Canadiana, Manitobiana, etc. and a Display Library to assist schools in the selection process.

1968-69

The growing impact of multi-media resources on educational programs was recognized by the appointment of an Audio Visual Coordinator, Don Vickers, in 1968 and the establishment of a centralized film loan service in 1969.

Study sessions became more individualized as participants were "streamed" into three groups:

- beginners (regardless of their background or training in other systems)
- first and second year people
- "senior" staff.

This entailed organization of three study sessions per month. Administrative support was obtained for designating Day 5 of the 6-day school cycle for librarians' study sessions. Active participant involvement was extended beyond the actual study session with more direct follow-up, observation, and feedback in the schools. Oral book reviews were replaced by typed reviews which were submitted prior to the study session. The L.S.C. compiled the reviews into a publication entitled Appraisals which was then distributed to all librarians at their monthly session.

An evaluation component was added to the staff development program with the institution of an annual report form on library facilities and programs which was completed in June by library staff in consultation with school administrators.

1970-71

"Streaming" of study session participants continued but groupings were now linked to the grade level of school assignments rather than years of experience.

- elementary (N-6)
- junior high (7-9)
- senior high (10-12).

Study session topics began to focus on the teaching role of the teacher librarian and the integration of library into classroom programs. Topics included:

- Successful programs in Social Studies Curriculum
- In what ways do the abilities and skills of the teacher librarian complement those of the classroom teacher?

This emphasis on the teaching role of the teacher librarian was further clarified in a division-wide study session involving all school library personnel - librarians, technical assistants and clerks. Participation in a hands-on activity (using the Task

Analysis Survey Instrument of the School Library Manpower Project funded by the Knapp Foundation of North Carolina, published by the American Library Association, 1969) increased understanding of the teaching, technical and clerical roles in the defferentiated staffing pattern used in the difision's school libraries.

Resource people from institutions outside of the division, such as local universities and the provincial Department of Education were recruited, as appropriate, for study session leaders. Use of a small group discussion format provided opportunity for more active participant involvement in reaction and reflection.

A divisional film preview and evaluation program was instituted with teacher librarians involved at the school building level in the recruitment of teacher reviewers and the completion of written evaluations. Approximately 30 schools participate in the program.

1972-73

As a result of effective leadership at the division level, school-based staffing now included a teacher librarian in every elementary school for a minimum of 2 days of each school cycle. A priority division goal was across-the-grades articulation and the pattern of streaming study session participants shifted to assist in achieving this educational goal. To keep group sizes manageable, participants were organized according to geographical areas in the division (north, central, south) with each group including elementary, junior high and senior high levels to preserve the K-12 articulation concept.

Study session topics continued to address the integration of library and classroom programs. For example:

- Development of research study skills, K-12
- What are we doing about the reading curriculum?

These sessions marked the beginning of a continuing emphasis in the divison on the two curriculum related facets of a library program:

- Independent learning skills development (ILS)
- Literary and cultural appreciation programs (LCA)

An element of choice was introduced into study sessions with a variety of small group discussion topics offered at each session. Active participant involvement was expanded as teacher librarians were recruited as leaders for these discussion groups. Advance training sessions were held with group leaders to discuss the scope of topics and group leader skills.

At this time the appointment of a library media services program consulting-teacher, Jean Mackenzie, provided additional support for implementation of integration activities at the school building level.

1974-75

Teacher librarians were given assistance in goal-setting through the introduction of a form that could be used at the school building level to stimulate discussion of priorities for the library program. Study session topics were expanded to include personal skill development in the areas of management techniques and communication skills as well as curriculum related issues. Formal evaluation of the study session program was initiated at the end of the year. The first formal needs assessment was also undertaken as participants were asked to submit suggestions for the next year's study session program.

A name change took place in 1975 with the Library Service Centre being renamed The Teachers Library & Resource Centre (T.L.R.C.). T.L.R.C. Advisory Committee, with the representation from the division and outside education and library institutions, was re-instituted at this time to participate in planning and policy determination to reflect the needs of the educational community.

1976-77

Clarification of goals and objectives continued as a graphic design was developed to visually present the scope of library programs in the division.

Collaborative planning of study sessions was instituted with the formation of Program Planning Advisory Committee (PPAC) involving school-based personnel from elementary, junior high and senior

high levels. Active participation in the study session program was further encouraged by the advance publication of study session agendas identifying discussion topics. Active involvement was also the focus for study sessions which resulted in the production of curriculum related materials such as:

- An Independent Learning Skills Scope and Sequence guide for librarians and teachers
- Activity card sets for individualized reading programs using library books.

1978-79

In 1978, with the retirement of Nan Florence, Gerald Brown was appointed Chief Librarian. Professional staff at the T.L.R.C. at this time included a Library Media Services Consultant, AV Coordinator, Head of Technical Services, Reference Librarian (halfOtime) and Cataloguer (half-time), as well as three teacher librarians who spent one third of their time as program consulting-teachers and the remainder of their time as school based librarians.

The study session format was reorganized to make it more responsive to participants' needs. A slate of topics organized under themes or "routes"

Route I Literary and Cultural Appreciation
Route II Independent Learning Skills
Route III Organization and administration

was presented at the beginning of the year. Participants could then preregister for the "routes" of their choice, selecting either ¼ day or ½ day sessions as available. The resulting groupings were still K-12, consistent with the goal of across-the-grades articulation. However they were no longer based on geographical boundaries but on participants' needs and/or interests.

The former Newsletter was integrated into a larger monthly publication, titled Inklings, which also included:

- agendas for study sessions
- notices of other staff development opportunities
- background reading related to study session topics and identified division priorities
- study session evaluations and reports
- reports of implementation activities and units of study contributed by librarians and teachers
- recommended reading from current periodicals
- resource bibliographies
- newsletters from subject consultants, e.g. Computer Education, Gifted and Talented, Language Arts, Multicultural, Pupil Services, Social Studies
- coming events and administrative notes and news.

1980 to present

Declining enrollments and budget restraints have impacted on library media services in the division to some extent. The three part-time Consulting-Teacher positions as well as the Audio Visual Coordinator position have been cut. These reductions in staff have minimized the amount of district-level support available for implementation activities at the school building levels.

School library staffing has remained relatively stable in the division. This can be attributed to the leadership at the divisional level and to the level of cooperative planning and teaching in the schools. Changes in staff in individual schools have been responsive to population shifts. The program needs in Inner City schools have resulted in increases in library staffing, as has librarian involvement in computer education programs in some schools. Expanding French language programs have created a need for bilingual teacher librarians and library clerks.

Collections at the T.L.R.C. have adapted to changing program needs. As all libraries in the system built base collections, the original function of the Display Library collection was no longer needed and it was disbanded. Displays of current material on short term loan from various distributors are now featured throughout the year.

The Materials Evaluation program is still in place. Over 1600 titles in all formats are examined annually, and the results are distributed as Appraisals.

As schools move into the information age, the T.L.R.C. has worked closely with the division's Computer Education Consultant, both in the area of inservicing for teacher librarians and in the development of a computer software Display Library. This collection is available for loan for consideration for purchase.

Two T.L.R.C. committees give librarians an opportunity for active participation at the divisional level:

1. In 1980 the Library Media Services Personnel Handbook Committee began the process of revising and expanding the original Library Personnel Handbook to bring it in line with current programs and practices.
2. The Literary and Cultural Appreciation Committee was organized in 1983 to develop a Literary and Cultural Appreciation program guide. In the current year the committee will be focusing on the implementation of this document.

Setting clear goals and objectives and evaluation of success in achieving those goals has always been a characteristic of the

library media program at the divisional level. (See appendix) More emphasis is now given to the communication of these divisional goals to school staffs through publication in Inklings. Structures have also been put in place to encourage a similar goal setting and evaluation process at the school building level through:

- a form distributed at the beginning of the year to encourage staff discussion and recording of goals and objectives
- revisions to the annual report form including a program evaluation activity for use with administration and staff and a section for reporting success in meeting identified goals. (See appendix)

Librarians' study sessions continue to be an important component of the total staff development program. For increased ownership the Program Planning Advisory Committee has been divided into smaller Working Parties with responsibility for planning only those sessions they will actually be attending. Cooperative planning and teaching in the implementation of new curricula has been the over-riding theme for the study sessions in the 80's. Emphasis has been placed on the development of personal skills in both communication and curriculum design. The value of peer teaching has been recognized in the recruitment of teacher librarians and classroom teachers as resource people. The high level of credibility of peer presentations encourages other participants to accept new ideas and processess. In addition, session leaders develop their own communication and leadership skills through pre-session planning with division consultants as well as post-session de-briefing sessions. Activities such as problem solving, unit planning, skill practice and sharing of implementation experiences have ensured involvement of participants in the learning process.

EVALUATION

Increased attention has been paid to the evaluation of the study session program with immediate evaluation of each session by participants. In addition a comprehensive year-end evaluation gives information on:

- the levels of implementation of study session programs
- group processes preferred by the participants
- recommended topics for the next year's program.

Two years ago feedback from librarians indicated they would like some sessions geared specifically for particular levels as well as more options in topics. As a result the "route" system was replaced by a slate of sessions offering options in level (elementary, junior high, senior high, K-12) and time (⅓ day, and ½ day).

As a member of a special interest group in the division, librarians have the opportunity to select study sessions to the equivalent of three days as part of their total allotment of inservice days. Classroom teachers, library technical assistants and library clerks have also been encouraged to register for sessions that are appropriate to their needs. Groupings now vary, with some groups streamed by level while others include all grade levels. In all cases the groupings are based on personal choice.

Special workshops are also offered for the library clerks and library technical assistants (LTAs) in the Division. One full-day is devoted to these activities in February. Clerks and LTAs assist in the needs assessment, data analysis, Scope of Session, recruitment of resource personnel, leading and recording in sessions and de-briefing activities. A sample agenda from February 1988 appears as an Appendix.

Specific workshops have also been organized in the area of computer applications for library clerks, partly on salaried time.

ADDITIONAL OPTIONS

A number of inservice options are offered in addition to the study session program: (See Appendix)

1. Special meetings for new librarians, starting at 3:00 p.m. (3 per year)
2. Special meetings for secondary librarians at 3:00 p.m. (4 per year)
3. Workshops for particular groups within the division, such as teacher aides or parent volunteers
4. Voluntary workshops, open to all division staff, held after school in the evenings
5. School-based workshops, at the request of the school.

In addition to inservice sessions, informal discussion meetings are also organized as need is indicated.

As the need arises, inter-school visitations are arranged by the Library Media Consultant for new staff, and for experienced staff who wish to see other programs in action. In each case, the visitor works with the consultant to clearly outline what is to be observed. Then an appropriate site is identified and the receiving staff member participates in planning the visit. A de-briefing session is scheduled involving all three people.

Many teacher librarians in the Division are recommended as resource personnel to other professional subject groups, and to other districts for workshops, conferences and training sessions.

In all cases District level staff are available to help these staff members organize their sessions, to facilitate materials preparation, and to assist in analysis of feedback and evaluation. The staff has grown immensely as a result of these opportunities.

Paralleling cooperative planning and teaching at the school building level, cooperative work with other subject area consultants in the division has been a priority for T.L.R.C. professional staff in the 1980's. This has included:

- distribution of subject area newsletters in Inklings
- preparation of bibliographies and research materials in support of subject area consultants
- joint planning and implementation of workshops and inservice sessions including librarians' study sessions and/or teacher workshops
- joint proposals for special projects such as a Writer-In-Residence
- participation in program reviews to evaluate the role of library materials and library staff in the implementation of curricula. e.g. Science, Social Studies, Language Arts.

These cooperative ventures have resulted in increased awareness of programs and shared expertise.

ANALYSIS OF TRENDS

By way of review the following table outlines the trends or patterns that have been demonstrated in the division in nine (9) areas.

ORGANIZATION	Centrally directed	PPAC	PPAC Working Parties
PARTICIPATION	Oral book reviews	Discussion leaders	Session presenters
GROUPING	One Group	Structured streaming	Routes
OPTIONS	No options	Limited options	Number of options
FOCUS	Technical	Program	Integration of program
ROLE	Library operation	Educational role	Leadership role
KNOWLEDGE and SKILLS	Library functions	Curriculum design and development	Communication skills
STUDY SESSION EVALUATION	Year-end		Immediate and year-end
SCHOOL PROGRESS EVALUATION	Program Priorities		Priorities and evaluation

COMPONENTS

OF LIBRARY SERVICES'

STAFF DEVELOPMENT PROGRAM

The eight (8) major components outlined may assist in analyzing the ways this Division has approached one of the most critical facets for a system-wide library program. It emphasizes involvement of all levels of personnel in the system in developing their library media program for their students appropriate to their community. It demonstrates that professional development is a process of personal maturation and intellectual growth.

1. Program consultants

2. Study Sessions for T/L
   - 2.1 Regular
   - 2.2 New Librarians

3. Training for library clerks and LTA's
   - 3.1 Initial
   - 3.2 Inservice

4. Voluntary "after hours" workshops open to all Division staff

5. Special small group discussion sessions, for example:
   - principal and librarian from secondary schools
   - principal and librarian from a "feeder system"

6. School initiated workshops

7. Reviewing/previewing program
   - print and non-print (small format)
   - 16 mm film

8. Advisory Committees
   - 8.1 PPAC
   - 8.2 P HBK
   - 8.3 T.L.R.C. Advisory
   - 8.4 Equipment Advisory
   - 8.5 L. C. A.

SUMMARY

Twenty years of consistency in philosophy and goals for the library media program in Winnipeg School Division No. 1 has been combined with the flexibility to adapt to changing program needs and increasing staff expertise. This has produced a comprehensive and responsive staff development program integrating the basic principles of effectiveness as outlined at the beginning of this article.

APPENDICES

1. Library Media Service Goals 1987-88.
2. Study Session and Workshop - All Staff.
3. Division-Wide Inservice - LTA's and Library Clerks.
4. Study Session and Workshop - Agenda Sample - Option.
5. Feedback and Reporting: Promoting Literature 4 - 9.
6. School Library Services: Annual Report.
7. Librarians' Study Session Program Planning Guide 1987-88.
8. Topics I Would Like To See Explored...
9. Librarians' Study Session Registration and Guide.
10. Checklist for Planning Sessions.
11. Publications Available.

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1987-88 LIBARY MEDIA SERVICE GOALS FOR T.L.R.C.

Appendix 1

T.L.R.C.
School

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

GOALS IN COOPERATIVE TEACHING AND CONSULTING

1. To consult with principals, librarians and teachers to assist them in establishing the school's library media service program priorities and appropriate plans of action.
2. To work with teacher librarians in developing the skills used in the cooperative planning, teaching and evaluation process.

GOALS IN INDEPENDENT LEARNING SKILLS DEVELOPMENT

1. To work with teacher librarians to plan for the integration of ILS instruction into curricular units of study.

GOALS IN LITERACY AND CULTURAL APPRECIATION

1. To work with librarians and teachers to plan the integration of literary and cultural appreciations and understandings into library and classroom programs.
2. To share, within the division and externally, examples of successful LCA programs, including resource bibliographies.

GOALS IN PRODUCTION SERVICES

1. To assist principals and librarians in evaluating the scope of production service appropriate for their school programs.
2. To make available external expertise in assisting division personnel to develop their own production skills.

GOALS IN PUBLICITY AND PUBLIC RELATIONS

1. To organize informal support groups of principals and librarians to discuss the direction and maturity of library media service programs.
2. To produce Inklings, Appraisals, the Library Media Service Personnel Handbook revisions, Conference Calendar, specialized bibliographies or units of study for distribution in the division and externally.

GOALS IN ORGANIZATION AND ADMINISTRATION

1. To propose a feasibility study for automation involving a network of school library media services with T.L.R.C.
2. To present a film collection development plan to the Administration.

OTHER GOALS

1. To work cooperatively with subject area consultants in the effective utilization of media in their content area.
2. To plan and implement joint workshop and inservice programs with content area consultants.

September 1987
Date

Gerald R. Brown
Librarian's Signature

~~Principal's~~ Signature

R. Smith

Appendix 2

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

STUDY SESSIONS AND WORKSHOPS

DATE: Wednesday, 09 September 1987

TIME: 2:30 - 4:30 p.m.

PLACE: School Board Annex

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

Objectives:

1. To become familiar with professional development activities for the year.
2. To meet new colleagues and renew acquaintances.
3. To become aware of resource material in the Division for use in conjunction with the Calgary 1988 Olympic Winter Games.

AGENDA

1. Welcome and introductions
2. Review of program goals for 1987-88
3. Additions/revisions
4. Coming Together: the Olympics and You
   - Special presentation by Ron Hocking, Physical Education Consultant
5. Wrap-up and closure

Appendix 3

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

DIVISION-WIDE INSERVICE 15 February 1988

Library Media Services

Secondary Teacher Librarians are encouraged to

1. register for the MSLAVA-CSLA Workshop on Copyright at St. James Teacher Centre
2. participate in content area workshops as advertised
3. attend library clerk inservices on computers with their clerk

Library Technical Assistants are encouraged to

1. assist content and specialist groups with media services in their home schools
2. participate in library clerk inservices as listed
3. complete equipment maintenance and production projects in consultation with the teacher librarian.

Library Clerks

A voluntary inservice is scheduled for <u>all</u> elementary and secondary library clerks at Earl Grey School, 340 Cockburn St. N., from 8:30-4:30 p.m.

Personnel who do not normally work that day are asked to negotiate a change in schedule at their school with their principal and librarian. <u>No extra salary</u> will be paid for this workshop time.

A <u>registration form</u> will appear with <u>Inklings</u> - February 1988 for all clerks and LTAs. This form should be discussed with the librarian before it is submitted on or before 05 February 1988.

over ....

PLEASE COMPLETE AND RETURN TO T.L.R.C. BY 05 FEBRUARY 1988

Library Clerk's Name _____

School _____

DIVISION-WIDE INSERVICE — 15 February 1988

AGENDA

Choose one of

1. Morning Session

☐ 1.1 Computers for Busy Clerks (Appleworks) with Sandra Taylor (1/2 day)
- Review of last year's workshop
- Word Processing; Databases; Mail Merge

or
- Sharing how the program is currently being used
- Basic trouble shooting

☐ 1.2 Burn Out - What is it? (1/2 day)
- How do you manage your stress levels

or

☐ 1.3 Communications Processes: Building Relationships (1/4 day)
- How to influence decisions
- How to check out assumptions

1.4 Computers for Busy Clerks (Magic Slate) with Henry Ewart (1/4 day)
- Sharing how the program is currently being used
- Basic trouble shooting
- Assumes familiarity with Appleworks

Choose one of

2. Afternoon Session

☐ 2.1 Repeat of 1.1 (1/2 day)

or

☐ 2.2 Repeat of 1.2 (1/2 day)

OR any TWO of the following

☐ 2.3 Book Repairs with Gitte Fricke (1/4 day)
- What to mend, weed, send to bindery
- What supplies to use

☐ 2.4 Computers for Busy Clerks (Multiscribe) with Henry Ewart (1/4 day)
- similar to 1.4
- Assumes familiarity with Appleworks

☐ 2.5 Open Discussion with G. Brown (1/4 day)
- Free discussion of concerns; Sharing success stories

Principal's Signature _____ Librarian's Signature _____

Appendix 4

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772-3474

STUDY SESSIONS AND WORKSHOPS

DATE: 02 May 1988
TIME: 1:00 - 4:30 p.m.
PLACE: Earl Grey School
340 Cockburn St. N.

HOSTING:
Principal, G. Singer
Librarian, R. Woroniak
Clerk, R. Miller

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

TOPIC: USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

Resource Person: Sandra Taylor, Library Clerk, Stanley Knowles School

OBJECTIVES:

1. To share what is currently being done.
2. To consider the direction the Division is going.
3. To identify what other programs are available.
4. To discuss how to find the time, the computer and the programs.

AGENDA

1. INTRODUCTION
   - 1.1 Who is in the group and from what school?
   - 1.2 Who has access to Apple Computers?
   - 1.3 Who has had an opportunity to use any of the material offered at last year's workshop?
   - 1.4 Who has attended any other workshops or courses? What type and where?

2. INTRODUCING APPLEWORKS

3. DATA BASE - HANDS ON
   - 3.1 What is it? 3.2 What does it do?
   - 3.3 Setting up a data base
     - File list - Overdues

4. WORD PROCESSING - DEMONSTRATION
   - 4.1 Editing a letter
   - 4.2 Completing a Materials Evaluation Form
   - 4.3 Questions and answers

5. SHARING AND CONCERNS
   - 5.1 Access to courses, computers, programs and time
   - 5.2 Support groups 5.3 Open discussion

6. Summary and evaluation

Participants on verso ...

USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

02 May 1988

Angst, Bob
* Berryere, Jim
Birch, Joyce
Bolianaz, Diana
Brown, Betty
Burgess, Ollie
Dewar, Chris and Stoyko, Mary
Doyle, Edith
Elliot-Whitelaw, Margaret
* Goodman, Donna
Goodwin, Marge
* Haverstick, Sylvia
Laurin, Diane
LeGras, Yolande
* Moulton, Alice
Norrie, Helen
Ojah, Pat
Olund, Joan and Swanson, Shirley
Proudfoot, Sandra
Reid, Raymond
Reilly-Wilkinson, Maureen
Rennie, Jean
Rennie, Ron
Ryland, Richard
Schoenherr, Louise
Smith, Margaret Ann
Sookram, Leona
* Strocen, Edith
* Woroniak, Robert
Wright, Jackie and Paulmark, Marlene
* Wychreschuk, Eugenie

Appendix 5

PROMOTING LITERATURE 4-9

WORKSHOP EVALUATION FORM

held at Robert H. Smith School on 03 March 1988

Number of Participants - 20

Resource Person: Helen Norrie, Queenston School

THEME: SCHOOL LIBRARY PROGAMS: LINKING LIFE AND LITERACY

PLEASE RATE THE FOLLOWING	EXCELLENT	V. GOOD	SATISFACTORY	POOR
	Responses in Percentage (%)			
Content of Program	50	35	15	0
Relevancy of Material	40	55	5	0
Resource Person: Enthusiasm	45	50	5	0
Preparedness	45	50	5	0
Organization	45	50	5	0

WHAT PART(S) OF THE PROGRAM DID YOU FIND MOST BENEFICIAL?

- All of it! Best workshop I've attended (next to the study session on illustrators).
- Interesting to hear about Helen's clubs, and others YA Conferences.
- Sharing new ideas for YAD and Book Club ideas from Helen.
- Information on Clubs and various forms of Young Authors' Conferences or Literature Fairs.
- Time devoted to large group sharing.
- Wealth of Resource People.
- Sharing of names of resource people and young author conferences held at the school level.
- Great just to get a chance to exchange ideas.
- Webbing techniques, library clerks, Young Author Workshops.
- I found this discussion on Young Authors' Days very helpful, especially as we are in the process of planning ours.
- Tips and ideas for a successful in-school Young Authors' Conference, and resource people available. (7x)

over ...

WHAT PART(S) OF THE PROGRAM DID YOU FIND LEAST BENEFICIAL?

- Webbing seemed too nebulous but maybe I just wasn't on the right filament today.
- Could we take some time at other sessions to create other webs on topics related to the session?
- No discussion of the larger question of further motivating intermediate students.

FURTHER SUGGESTIONS OR COMMENTS:

- Not enough time spent on school based Young Authors Conference.
- What preparation is necessary prior to authors' workshops in schools? Is there a better way to interest students in a particular writer or books?
- Possibly a longer session on webbing would be beneficial to sharing further titles.
  A list of all resources mentioned during the study session (with phone numbers to contact these resource people).

* * * * * * * * * * * * *

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

SCHOOL LIBRARY SERVICES: 1987-88
ANNUAL REPORT

for _____ School

Copy to:
_____ T.L.R.C.
_____ School file

1. Enrolment

1.1 Student Enrolment (as of September 30) _____

1.2 No. of classrooms ..... _____

1.3 No. of teachers (Full time equivalent) _____

1.4 Indicate the number of classes per grade _____

N	K	1	2	3	4	5	6	7	8	9	10	11	12	Spec. Ed.

2. Librarian(s) Names: 2.1 _____

2.2 _____

Librarian Schedule (for other than full time) 2.3

1am	2am	3am	4am	5am	6am
1pm	2pm	3pm	4pm	5pm	6pm

3. Extended hours of service:

	Circulation	Reference	Reading	Planning
8:30 - 9:00				
12:00 - 12:30				
12:30 - 1:00				
1:00 - 1:30				
3:00 - 3:30				
3:30 - 4:00				
4:00 - 4:30				

4. What percentage of the library timetable is open for flexible scheduling? ___%

5. What percentage of the library timetable is formally scheduled? (on a term, semester or yearly basis) ___%

5.1 Scheduled through negotiation among teachers and librarians ___%

5.2 Scheduled by the teachers ___%

5.3 Scheduled by the librarian ___%

5.4 Scheduled by administration ___%

6. Support Staff

6.1 Library Technical Assistant

Name _____

Days of Service am 1 2 3 4 5 6 / pm 1 2 3 4 5 6 or full time

Approximate percentage (%) of LTA time devoted to specific duties as outlined in the job description

1. Use of resources..... _____
2. Preparation of materials ..... _____
3. Budget ..... _____
4. Supervision ..... _____
5. Training & general information services ..... _____
6. Acquisitions ..... _____
7. Other (e.g.) ..... _____

_____

6.2 Clerical Staff

Name _____

Days of Service am 1 2 3 4 5 6 / pm 1 2 3 4 5 6 or full time

Approximate percentage (%) of clerk's time devoted to specific duties as outlined in the job description

1. Supervision of materials circulation and control .. _____
2. Bibliographic work, including ILL. ..... _____
3. Typing and secretarial work ..... _____
4. Assists in superivsion of student assistants and volunteers ..... _____
5. Provides general information to teachers & students _____
6. Acquisition and processing of materials ..... _____
7. Audio, visual or graphic production ..... _____
8. Handles audio visual equipment ..... _____
9. Other (e.g.) ..... _____

_____

7. Number of student assistants _____

7.1 Method of choice _____

_____

7.2 What jobs do they perform regularly: _____

_____

_____

7.3 Names which might be recommended for leaders for next year:

1. _____ 3. _____

2. _____ 4. _____

8. Volunteers or other Assistants

8.1 Number of regular members _____

8.2 Group leader's name .... _____

8.3 Day(s) when these people work in the school

1. When the librarian is present _____
2. When librarian is not present _____

8.4 Do volunteers work in library? _____ or in adjoining room? _____

8.5 Types of tasks accomplished by volunteers:

	Frequent	Regular	Occasional	Seldom
1. Picture file preparation				
2. Pamphlet file collections				
3. Public catalogue filing				
4. Circulation routine:				
a) carding returned books				
b) shelving materials				
c) shelf reading systematically				
d) checking of filmstrips				
e) minor mending and repairs				
5. Pulling specific materials				
6. Reading to children				
7. Listening to children's work				
8. Art work related to bulletin boards, etc.				
9. Typing				
10. Assisting students with the microcomputer				
11. Others:				

8.6 Training of Volunteers:

In which of the above task areas have volunteers received

8.6.1 Orientation 1 2 3 4 5 6 7 8 9 10

8.6.2 Follow-Up Training 1 2 3 4 5 6 7 8 9 10

Comments: _____

_____

_____

9. COLLECTION OF MATERIALS:

9.1 No. of book titles by category (including paper backs).

	English	French		English	French		English	French
Fiction			Story Collection			Easy		
000			400			700		
100			500			800		
200			600			900		
300						Prof. Coll'n.		
						Reference		

Languages other than English or French _____

9.2 No. of periodical titles received ..... English _____ French _____

9.3 No. of volumes of bound periodicals ..... _____

9.4 No. of items in each of the following audio visual categories, either purchased or locally produced, which circulate to teachers and students.

Filmstrips ..... _____

Film slide sets ..... _____

Microscope slides ..... _____

8mm films ..... _____

8mm filmloops ..... _____

16mm films ..... _____

Videotapes (reel) ..... _____

Videocassettes ..... _____

Transparency sets ..... _____

Phonorecords ..... _____

Audio tapes (reels) ..... _____

Audio tapes (cassettes) ..... _____

Study prints ..... _____

Large charts (24" x 24" or larger) ..... _____

Models ..... _____

Stuffed specimens ..... _____

Kits and Labs ..... _____

Games ..... _____

Microcomputer Software Programs ..... _____

Others: _____

10. Vertical file collections in the library:

10.1 Is there a separate picture file collection? ..... Yes ____ No ____
10.2 Is there a separate pamphlet file collection? ..... Yes ____ No ____
10.3 Does the vertical file also include folded maps? ... Yes ____ No ____

11. Large Map Collections:

11.1 Is the collection recorded in the library ..... Yes ____ No ____
11.2 Is there an organized collection elsewhere in the school? ..... Yes ____ No ____
11.3 Does each teacher maintain his/her own? ..... Yes ____ No ____
11.4 Is centralized organization or recording desirable? Yes ____ No ____

Comment _____

_____

12. Records:

12.1 Is there an order file of buff cards (Form 22-1) to indicate what materials have been ordered and when? ..... Yes ____ No ____
12.2 Is there a consideration file? ..... Yes ____ No ____
12.3 Is the shelf list complete? ..... Yes ____ No ____
12.4 Is the public catalogue complete? ..... Yes ____ No ____
12.5 What major revision or addition is required?
12.5.1 Subject headings ____ 12.5.2 Cross References ____
12.6 Is the microsoftware stored in the library? ..... Yes ____ No ____
12.7 Are the MRDF catalog cards filed in a separate catalogue? _____
in the regular catalogue? _____
in another room? ..... _____

13. Weeding and Rebinding:

13.1 Were books weeded from the collection this year? Yes ____ No ____
13.2 No. of volumes weeded ..... _____
13.3 No. of volumes sent for rebinding ..... _____

14. Inventory:

For which sections of the collection was an inventory completed? (Circle as appropriate)

14.1 English

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FSL	KITS	TR	VTR	MRDF

Others _____

14.2 French

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FSL	KITS	TR	VTR	MRDF

Others _____

14.3 Was an inventory completed for books in languages other than English or French? ..... Yes ____ No ____

15. Program Development:

Who has been involved in the process of rating the degree of success in program development? Check as many as applicable.

_____ Librarian(s) alone
_____ Principal(s) alone
_____ Librarian(s) in discussion with principal
_____ Librarian(s) in discussion/or with survey of staff

Please rate the degree of success you have achieved in each of the following areas using this scale:

5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

Category 15.1 COOPERATIVE PLANNING AND TEACHING

5 4 3 2 1 A. Provision of consultation to individual teachers regarding teaching/learning materials and equipment.

5 4 3 2 1 B. Provision of consultation to teaching teams (grade group, department groups, etc.) on teaching/learning materials and equipment.

5 4 3 2 1 C. Participation in program and/or unit planning with individual teachers

5 4 3 2 1 D. Participation in program and/or unit planning with teaching teams (grade groups, department groups, etc.)

5 4 3 2 1 E. Contributing to over-all curriculum planning in the school or system through participation on curriculum planning committees.

5 4 3 2 1 F. Contributing to professional development through planning and/or presentation of workshops or inservices at the school, at the Division level or external to the system.

5 4 3 2 1 G. Participation on curriculum committees of Manitoba Education or Manitoba Teachers Society. (Please list the committee names.)

Additional Comments _____

_____

_____

Category 15.2 INDEPENDENT LEARNING SKILLS

5 4 3 2 1 A. Provision of directional services, e.g. pamphlets, signs, maps, and handbooks describing arrangement and services of the library, etc.

5 4 3 2 1 B. Provision of incidental instruction in use of media and library for students.

5 4 3 2 1 C. Provision of classroom presentations on specific problems or topics.

5 4 3 2 1 D. Provision of specific instruction in the development of viewing and listening skills.

5 4 3 2 1 E. Provision of integrated instruction for students through class, group or individual arrangements.

Additional Comments _____

_____

_____

Scale: 5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued

Category 15.3 LITERARY AND CULTURAL APPRECIATION

5 4 3 2 1 A. Provision of reading guidance to groups, including book talks, story-reading, reading lists, displays, etc.

5 4 3 2 1 B. Provision of reading guidance to individuals, including individual conferences, keeping reader interest file and reading records, etc.

5 4 3 2 1 C. Participation in planning and implementation of LCA programs with individual teachers.

5 4 3 2 1 D. Participation in planning and implementation of LCA programs with teaching teamings (e.g. grade groups and department groups, etc.).

5 4 3 2 1 E. Participation in planning and implementation of visual literacy programs (e.g. picture study, film study, advertising and propaganda methods, graphics and their influence, television awareness training, student production, etc.)

5 4 3 2 1 F. Provision of opportunities for student involvement in the production of language (e.g. creative writing, bookcraft, student storytelling, puppetry, creative drama, debating, etc.).

Additional Comments _____

_____

Category 15.4 PRODUCTION SERVICE

5 4 3 2 1 A. Provision of materials and facilities for users to produce instructional materials, including graphics, photography, dubbing, etc. in the school.

5 4 3 2 1 B. Provision of technical assistance in producing instructional materials.

5 4 3 2 1 C. Assistance to students by library staff in the planning and promotion of material.

5 4 3 2 1 D. Assistance to teachers by library staff in the planning and production of materials.

5 4 3 2 1 E. Assistance by T.L.R.C. staff in the planning and production of materials.

Additional Comments _____

_____

Category 15.5 PUBLIC RELATIONS

5 4 3 2 1 A. Planning and implementing a publicity program, such as displays, exhibits, newspaper releases.

5 4 3 2 1 B. Providing talks to parents, student groups, clubs, etc.

5 4 3 2 1 C. Sponsoring or initiating school activities such as AV club, library club, field trips, school newspaper, yearbook, etc.

5 4 3 2 1 D. Sponsoring book sales or exchanges of materials.

5 4 3 2 1 E. Maintaining interpersonal communications with staff, students, parents and volunteers.

5 4 3 2 1 F. Submitting an article for INKLINGS or other professional journal concerning a program in your school.

Additional Comments _____

_____

Scale: 5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued

Category 15.6 REFERENCE AND INFORMATION SERVICES

5 4 3 2 1 A. Providing basic collections of specialized/reference tools for self help, e.g. atlas, gazetteers, dictionaries, almanacs, etc.

5 4 3 2 1 B. Providing assistance in identifying and locating materials in the school library.

5 4 3 2 1 C. Providing assistance in identifying and locating materials outside the school library (e.g. information about other collections and referral sources)

D. Alerting the User

5 4 3 2 1 1. Notifying the users of new mateials, equipment and services on a regular basis.

5 4 3 2 1 2. Systematically gathering information about user interests and needs, and routing relevant information and materials regarding those interests and needs for teachers and for students

5 4 3 2 1 E. Compiling Bibliographies in response to user needs or on subjects of continuing interest.

F. Providing Information Services

5 4 3 2 1 1. Answering reference questions for users.

5 4 3 2 1 G. Providing information on potentially useful community resources (e.g. individuals in the community who can be called upon to provide special information or assistance).

Additional Comments _____

_____

_____

5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued

Category 15.7 ACCESS TO MATERIALS, EQUIPMENT, SPACE

5 4 3 2 1 A. Provision of Circulation System for Materials in All Formats.

B. Provision of Circulation System for AV Equipment

5 4 3 2 1 1. Equipment for sound media (video recording cassette, tape recorders and players, radios)

5 4 3 2 1 2. Equipment for visual media (projectors, viewers, screens, readers)

5 4 3 2 1 3. Television (receivers, monitors, cameras, etc.)

5 4 3 2 1 C. Provision of Circulation System for Computer Hardware

D. Provision of Space in Library

5 4 3 2 1 1. Space to work individually and in small groups

5 4 3 2 1 2. Space to use AV materials individually and in groups

5 4 3 2 1 3. Space for special collections, reserves or class projects

5 4 3 2 1 E. Provision of materials from other sources outside the school (e.g. inter-library loans)

5 4 3 2 1 F. Assistance in purchasing materials from accounts other than library accounts.

5 4 3 2 1 G. Provision of copy and/or cubing services for users.

Additional Comments _____

_____

_____

16. Describe briefly activities that have been undertaken during the past year to achieve each of the objectives identified in the goal statement submitted in September 1987.

This report (has/has not) been discussed with the Principal.

_____

Principal

_____

Librarian

LIBRARIANS' STUDY SESSION PROGRAM PLANNING GUIDE 1987-88

THEME: SCHOOL LIBRARY PROGRAMS: LINKING LIFE AND LITERACY

A summary of the feedback on the study sessions held in 1987-88 is provided for your information.

Please help the PPAC plan the slate of sessions for 1988-89 by using the attached form to list the topics you would like to see explored in study sessions.

Please return to T.L.R.C. on or before 06 June 1988.

	Number of Participants	Average Ratings in EXCELLENT	VERY GOOD	SATISFACTORY	POOR
C.P.T.E.					
Meeting Inner City Needs Through the School Library, K-12	13	74	26	0	0
Using Media Production with Teachers and Kids, K-6	13	60	38	2	0
Working with Special Education Programs, K-12	28	43	57	0	0
Matching Planning Strategies to Teaching Styles, K-12	13	24	26	37	13
L.C.A.					
Illustrations: Appreciation and Application	34	92	7	1	0
Planning Literature Appreciation Units with a Teacher, K-3	16	84	16	0	0
Planning Literature Appreciation Units with a Teacher, 4-6	16	70	30	0	0
Promoting Literature, 4-9	20	45	48	7	0
Non-Sexist Literature for Students, K-12	16	44	56	0	0
The Whole Language Approach and Library Programs, K-12	53	36	52	11	1
I.L.S.					
Teaching Logical Thinking, 6-10	12	87	12	1	0
Updating the I.L.S. Scope and Sequence Document	16	76	24	0	0
Research Techniques and Reference Materials, 6-12	14	43	54	3	0
Planning a Content Area Unit with a Teacher, K-6	25	40	60	0	0
COMPUTERS					
Using Computers for Library Technical Functions, K-12	27	79	19	2	0
Databases, 7-12	10	62	30	8	0
Using Computers with Teachers and Kids, K-6	16	60	36	4	0
Databases, K-6	10	52	48	0	0
O.S.A.					
Collection Development Planning, K-12	31	73	27	0	0
Promotion and PR Options (librarian and principal teams), K-12	19	62	35	3	0
Organization and Administration of Computer Services in your School (librarian with contact teacher), K-12	28	45	48	7	0

The Winnipeg School Division No. 1
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1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

TO: Jean Baptist. Library Media Services Consultant
Teachers Library and Resource Centre

TOPICS I WOULD LIKE TO SEE EXPLORED
IN L.M.S. STUDY SESSIONS IN 1988-89

(The Program Planning Advisory Committee would appreciate the names of resource people for suggested topics, where possible.)

1. Cooperative Planning, Teaching and Evaluation

2. Literary and Cultural Appreciation Programs

3. Independent Learning Skills

4. Computers

5. Special Needs

6. Organization and Administration

7. Other

Please indicate Grade Level of your school Elem. ☐ Jr. H. ☐ Sr. H. ☐

PLEASE RETURN TO T.L.R.C. BY 06 JUNE 1988

Appendix 9

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P3
Telephone
772-3674

September 1988

NAME _____ SCHOOL _____

Please indicate your choices of the alternatives presented by circling the times on the appropriate lines. It is possible to select sessions to make a total of 3 days. Note that all librarians are expected to register for the first session in September and to include this 1/4 day in their 3-day allotment. Program descriptions are attached to assist you in making your selections. Where numbers warrant, sessions listed as K-12 may be organized by level, for example: K-6, 7-9, 10-12.

You are encouraged to discuss this registration with your principal in order to ensure that choices are congruent with both personal and school needs. Thanks.

THEME: School Library Programs: Opportunity Through Inquiry

DATE	CATEGORY	GRADE	TOPIC	TIME ALLOTMENT	
15 Sept.	--------	K-12	September Orientation for All Librarians ---------	1/4	
23 Sept.	CPTE	K-12	Strategies for Planning with Teachers Whose Styles Are Different from Ours ----------		1/2
12 Oct.	ILS	7-12	Human Rights ----------		1/2
28 Oct.	O & A	K-12	Collection Development Planning ----------		1/2
07 Nov.	LCA	K-6	Literature and Native Studies ----------	1/4	
16 Nov.	ILS	K-12	Techniques for Developing Recording, Reporting and Demonstration Skills ----------		1/2
02 Dec.	CPTE	K-6	Evaluation Strategies and the Librarian's Role ----	1/4	
02 Dec.	CPTE	7-12	Evaluation Strategies and the Librarian's Role ----	1/4	
12 Dec.	LCA	7-12	Oracy and the High School Language Arts Program ---		1/2
12 Jan.	CPTE	K-9	Planning Process Related to Specific Teaching Styles ----------		1/2
12 Jan.	CPTE	7-12	Planning Process Related to Specific Teaching Styles ----------		1/2
20 Jan.	LCA	K-6	Stages in Child Development and Implications for Using Children's Literature in the Language Arts Curriculum ----------	1/4	
20 Jan.	LCA	7-9	Stages in Development and Implications for Using Literature in the Language Arts Curriculum ----	1/4	
15 Feb.	CPTE	K-6	Media Production with Teachers and Kids ----------		1/2
15 Feb.	CPTE	7-12	Media Production with Teachers and Kids ----------		1/2
23 Feb.	Comp.	K-12	Desktop Publishing and Its Implications for the Library ----------		1/2
03 Mar.	ILS	K-6	Teaching Logical Thinking ----------	1/4	
03 Mar.	ILS	7-12	Teaching Logical Thinking ----------	1/4	
13 Mar.	O & A	K-12 & Admin.	The New Copyright Law and Its Implications for Education ----------		1/2
21 Mar.	Other	K-6	Integrating ESL Students in the Library Program --	1/4	
21 Mar.	Other	7-12	Integrating ESL Students in the Library Program --	1/4	
06 Apr.	LCA	4-8	Promoting Literature ----------		1/2
06 Apr.	LCA	6-10	Promoting Literature ----------		1/2
14 Apr.	Other	K-6	Developing French Immersion Programs ----------	1/4	
14 Apr.	Other	7-12	Developing French Immersion Programs ----------	1/4	
24 Apr.	O & A	K-12	Potpouri of Organizational Problems ----------	1/4	
10 May	Other	K-12	Ways for Meeting the Needs of Gifted and Talented Students Through the Library Program ----------	1/4	
16 May	Comp.	K-12	Using Computers for Library Technical Functions ----------		1/2
			TOTAL TIME ALLOTMENTS SELECTED		

Principal's signature _____

Study session registration forms are due at T.L.R.C.
by 12 September 1988

Please keep a copy of the registration form in order to enter selected dates into your calendar.

Also note the following dates in your calendar, as applicable:

LARGE GROUP SESSIONS:

September Orientation for all librarians -
Thursday, 15 September 2:30 - 4:30 p.m.

Wind-up Session for all library personnel -
Thursday, 06 June 4:00 p.m.

SPECIAL SESSIONS FOR NEW LIBRARIANS

24 November	-	Thursday	2:30 - 4:30 p.m.
30 January	-	Monday	2:30 - 4:30 p.m.
29 May	-	Monday	2:30 - 4:30 p.m.

SPECIAL MEETINGS FOR SECONDARY LIBRARIANS

03 October	-	Monday	3:00 p.m.
24 November	-	Thursday	3:00 p.m.
30 January	-	Monday	3:00 p.m.
29 May	-	Monday	3:00 p.m.

FOLLOWING SPECIAL SESSIONS ARE PLANNED, DATES AND PLACES TO BE ANNOUNCED.

- Inner City Inservice
- Mainstreaming Special Education Students

DIVISION-WIDE INSERVICE FOR SECONDARY LIBRARIANS -
20 February 1989

VOLUNTARY WORKSHOPS open to teachers, librarians and principals will be offered from 4:30 - 6:30 p.m. as appropriate to meet needs.

P.P.A.C. 1988-89

Elementary:

Suzanne Adkins	-	David Livingstone
Bob Angst	-	Garden Grove
Dianne Arnott	-	William Whyte
Regine Dotremont	-	Sacre Coeur
Eugenie Wychreschuk	-	Robert H. Smith

Secondary:

Brenda Batzel	-	Aberdeen
Pat Ojah	-	Meadows West
Isobel Tkach	-	Tec Voc
Bob Woroniak	-	Earl Grey

LIBRARIANS' STUDY SESSIONS 1988-89
PROGRAM DESCRIPTIONS.

1. COOPERATIVE PLANNING, TEACHING AND EVALUATION (CPTE)

1.1 STRATEGIES FOR PLANNING WITH TEACHERS WHOSE STYLES ARE DIFFERENT FROM OURS

Scope:
- To become aware of various teaching styles
- To identify our own teaching style
- To explore strategies for cooperative planning

Anticipated Format
- Presentation
- Activity - self assessment

Time: 1/2 day Level K-12

1.2 PLANNING PROCESS RELATED TO SPECIFIC TEACHING STYLES

Scope:
- To analyze sample units in terms of
  - planning process
  - teaching style
  - evaluation methods

Format
- Presentation on styles
- Analysis of planning steps

Time: 1/2 day Level: K-9
7-12

1.3 MEDIA PRODUCTION WITH TEACHERS AND KIDS

Scope:
- To share information on current programs in the Division
- To examine a sample production
- To consider the process involved in producing an audio visual presentation
- To examine the librarian's role in the process

Anticipated Format:
- Small group sharing
- Presentation of sample audio visual production
- Large group discussion

Time: 1/2 day Level: K-6
7-12 (librarian and LTA teams, where applicable)

1.4 EVALUATION STRATEGIES AND THE LIBRARIAN'S ROLE

Scope:
- To identify purposes of evaluation
- To consider incorporation of evaluation processes in our unit planning
- To identify ways to develop evaluation criteria
- To examine strategies for providing feedback

Format
- Presentation
- Unit analysis
- Small group discussion

Time 1/4 day Level: K-6
7-12

2. LITERARY AND CULTURAL APPRECIATION (L.C.A.)

2.1 STAGES IN CHILD DEVELOPMENT AND IMPLICATIONS FOR USING CHILDREN'S LITERATURE IN THE LANGUAGE ARTS CURRICULUM

Scope
- To become aware of child development theory
- To consider the use of children's literature in language arts programs

Format
- Presentation
- Small group discussion
- Samples

Time: 1/4 day Level: K-6
7-9

2.2 LITERATURE AND NATIVE STUDIES

Scope
- To become aware of literature that accurately reflects native culture
- To identify existing titles
- To consider ways of using these materials to develop awareness of:
  - literature that will develop cultural identity and pride in Native students
  - material that will nurture respect for native culture

Anticipated Format:
- Presentation
- Display
- Bibliography

Time: 1/4 day Level: K-6

2.3 PROMOTING LITERATURE

Scope
- To analyze a sample literature appreciation program to identify:
  - components of a program
  - complementary roles of librarians and teachers
- To explore "webbing" as a technique in relation to the unit
- To become aware of other promotional strategies currently in use

Anticipated Format
- Presentation
- Small group activity

Time 1/2 day Level: 4-8
6-10

2.4 ORACY AND THE HIGH SCHOOL LANGUAGE ARTS PROGRAM

Scope:
- To become aware of a variety of techniques to develop oral language skills
- To examine the role of the librarian in developing oral language skills

Anticipated Format:
- Presentation
- Group activities

Time: 1/2 day Level: 7-12

3. INDEPENDENT LEARNING SKILLS

3.1 TECHNIQUES FOR DEVELOPING RECORDING, REPORTING AND DEMONSTRATION SKILLS

Scope
- To identify the component skills used in the process of notetaking
- To examine specific techniques appropriate to particular grade levels: primary, intermediate, junior high, senior high
- To consider techniques for evaluating notetaking skills
- To practise the various techniques

Anticipated Format
- Workshop
- Presentation

Time: 1/2 day Level: K-12

3.2 HUMAN RIGHTS

Scope:
- To become aware of resource materials and activities in the integrated Human Rights kit for Grade 7
- To consider a variety of issues related to human rights

Anticipated Format:
- Presentation
- Simulations
- Previewing
- Hands-on activities

Time: 1/2 day Level: 7-12

3.3 TEACHING LOGICAL THINKING

Scope:
- To identify logical thinking processes
- To consider techniques for integrating logical thinking into curricular topics

Anticipated Format
- Presentation
- Discussion

Time: 1/4 day Level: K-6
7-12

4. COMPUTER EDUCATION

4.1 DESKTOP PUBLISHING AND ITS IMPLICATIONS FOR THE LIBRARY

Scope:
- To consider the developeent of the creative component
- To discuss manageent of the technical aspects
- To examine exaeples of saeple software prograas and the finished products

Anticipated Format:
- Workshop
- Presentation
- Saeples

Time: 1/2 day Level: K-12

4.2 USING COMPUTERS FOR LIBRARY TECHNICAL FUNCTIONS

Scope:
- To share what is currently being done
- To consider the direction the Division is going
- To identify what other programs are available
- To discuss how to find the time, the computer and the programs

Anticipated Format:
- Teams of librarians and library clerks in the computer lab. (Limit 30)

Time: 1/2 day Level: K-12

5. ORGANIZATION AND ADMINISTRATION

5.1 THE NEW COPYRIGHT LAW AND ITS IMPLICATIONS FOR EDUCATION

Scope:
- To identify the scope of the new copyright law
- To consider the implications:
  - for Divisions
  - for individuals

Anticipated Format:
- Presentation
- Scenarios to examine the law

Scope: 1/2 day Level: K-12
Administration

5.2 COLLECTION DEVELOPMENT PLANNING

Scope
- To identify criteria for evaluation of a well-balanced library for the 90's
- To examine strategies for developing a well-balanced collection
- To consider how you can make the most of a meagre budget

Anticipated Format:
- Speaker
- Facilitator
- Small group activity

Time: 1/2 day Level: K-12

5.3 POTPOURI OF ORGANIZATIONAL PROBLEMS

Scope:
- To consider strategies for:
  - organizing vertical files
  - organizing maps
  - establishing consistent filing systems
  - dealing with back issues of periodicals
  - handling cataloguing questions

Anticipated Format:
- Discussion
- Sharing

Format: 1/4 day Level: K-12

6. OTHERS

6.1 DEVELOPING FRENCH IMMERSION PROGRAMS

Scope
- To assess the scope of resources
- To discuss correlation of resources to curriculum units
- To discuss teaching strategies related to library use

Anticipated Format:
- Small group discussion
- Resource persons from
  - B.E.F.
  - Winnipeg School Division No. 1

Time: 1/4 day Level: K-6) librarians and
7-12) principal or
) Department Head

6.2 INTEGRATING ESL STUDENTS IN THE LIBRARY PROGRAM

Scope:
- To examine techniques for individualizing assignments
- To consider the development of working relationships with ESL teachers and ESL resource teachers.

Anticipated Format:
- Presentation
- Workshop
- Discussion

Time: 1/4 day Level: K-6
7-12

6.3 WAYS FOR MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS THROUGH THE LIBRARY PROGRAM

Scope:
- To identify techniques for individualizing activities for talented youth
- HOTS for TAGS

Format:
- Presentation
- Discussion

Time: 1/4 day Level: K-12

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

Checklist for Planning Study Sessions

1. Program
   - _____ 1.1 Purpose? Objectives?
   - _____ 1.2 Format
     - _____ 1.2.1 Methods of presentation
     - _____ 1.2.2 Group structures
     - _____ 1.2.3 Amount and type of audience participation
   - _____ 1.3 Time-line _____ 1.4 Evaluation
2. Resource Persons
   - _____ 2.1 Recommended
   - _____ 2.2 Person to introduce resource person(s)
   - _____ 2.3 Person to thank resource person(s)
   - _____ 2.4 Chairperson for study session
3. Materials and Equipment
   - _____ 3.1 What needed
   - _____ 3.2 Person responsible for obtaining
4. Facilities
   - _____ 4.1 Place
   - _____ 4.2 Type of room arrangement
5. Advance Preparation — Deadline Date
   - _____ 5.1 Background reading identified
   - _____ 5.2 Discussion with resource person(s) re objectives, format, time-line, evaluation, materials, equipment, room arrangement, etc.
   - _____ 5.3 Agenda written, including time-line
6. Follow-Up — By whom — Date
   - _____ 6.1 Report written
   - _____ 6.2 Evaluations analyzed
   - _____ 6.3 Thank you letters to:
     - 6.3.1 Resource person(s)
     - 6.3.2 Host school, if applicable
   - _____ 6.4 Sharing of implementation
7. De-Breifing